

Please complete all areas of this form. Syllabi should be submitted at least 60 days before the start date for approval. Syllabi will not be posted or submitted for approval until all required information is received.

Course Information	
Course Title:	Mathematics Progress Monitoring Probes Connected to the Iowa Core Curriculum
Course Description: (Please provide a brief description of the content as it would appear in our catalog. Course objectives or top features of the course are suggested.)	Special education and general education teachers will create a series of progress monitoring probes which align with the Iowa Core Curriculum. The probes will be used for progress monitoring of special education goals in the area of mathematics, targeted at the areas of Number and Operations, Geometry, Algebra, and Data Analysis of grades K-8. Goal writing will be discussed.
Additional Costs If any): <i>Please list any costs for fees, food, materials, etc.</i>	No additional costs.
Deadline: <i>Deadline must be at least 10 days before the start date of the class.</i>	June 18, 2010
Dates:	June 28, 2010 June 29, 2010
Times:	9:00am-5:00pm both days.
Location/Room Number: <i>Room arrangements must be made prior to submitting syllabus. Please contact Anne Aney at ext 1211 to arrange GPAEA rooms in Burlington or Christy Staton at 5001 for rooms in Ottumwa).</i>	Fairfield Administration, Curriculum, and Technology (ACT) building.

Instructor Information:	
Name:	Kelly Schloss
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Telephone Number:	319-461-3084

Facilitator/Presenter:	
Name:	Kelly Schloss
Address:	507 S 33 rd St, Fairfield, IA 52556
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	YES	NO
Does Great Prairie have your vita/resume on file? <i>If no, please submit a current vita/resume with the syllabus. Syllabi will not be submitted for approval until this is received. Viterbo also requires</i>	X	

<i>official graduate transcripts be sent to them. For more information contact the PD office.</i>		
Are you teaching this course as a part of your job/contract with Great Prairie?		No
Are you being paid out of a grant? <i>(If so, please explain here below)</i>		No
OR - Will you be requesting Professional Development instructor pay?		No
Are you teaching this course as a part of the Professional Development Catalog?		No
Is this course a learning team or district specific? <i>If so, please list district here below.</i>	Yes - Fairfield	
Enrollment: <i>(Must be at least 12 for PD instructor pay)</i>	Minimum #:	Maximum #:
	3	20
Target Audience: <i>(Identify grade levels, teachers, administrators, special education, areas of concentration, etc.)</i>	K-12 Special Education Teacher K-8 General Education Teachers	

Credit Hours:	Check ✓
1 Credit Hour <i>(15 Contact hours required)</i>	✓
2 Credit Hours <i>(30 Contact hours required)</i>	
3 Credit Hours <i>(45 Contact hours required)</i>	

Course Focus:	Check if Applies ✓
Content	✓
Pedagogy	✓
Technology	

Materials/Printing/Supplies	YES	NO
Do you need materials ordered or printed? <i>If YES, please provide a list below, including ISBN numbers, quantity and directions if you need assistance to place this order or if participants are required to purchase a text. If printing and/or supplies are an extreme amount, additional fees may be attached to the course cost.</i>		X

Resources/Bibliography: <i>Please list all print and online sources. This is required for graduate approval.</i>		
<ul style="list-style-type: none"> • The Iowa Core Curriculum: Mathematics http://www.corecurriculum.iowa.gov/ContentArea.aspx?C=Mathematics • National Council of Teachers of Mathematics (NCTM) (2006). <i>Curriculum Focal Points for Pre-kindergarten through Grade 8 Mathematics</i>. Reston, VA: NCTM. • National Council of Teachers of Mathematics (NCTM) (2000). <i>Principles and Standards for School Mathematics</i>. Reston, VA: NCTM. • NAEP (http://nces.ed.gov/nationsreportcard/mathematics/) • Iowa Content Network http://www.state.ia.us/educate/ecese/tqt/tc/prodev/mathematics.html 		

Rationale: (Adapted from indicators of quality, Chapter 17, IA Administrative Code, Renewal of Licenses)

How will this course help teachers or practitioners improve student achievement?	This course will provide time for teachers to collaborate and write progress monitoring probes which will be used to measure student competency on a targeted deficit area as designated on the Individualized Education Plan. The probes will align with the Iowa Core Curriculum, district standards and benchmarks, and grade-level district alternate assessment probes.
How does this course help teachers or practitioners improve their practice, strategies, or information?	Probe results will be graphed on the IEP every two weeks, and will provide formative assessment data for teachers, students and parents. Teachers will have a bank of probes at the end of the course which will be ready to use. The targeted nature of the probes will assist teachers in monitoring student progress on the IEP goal. As formative assessment, teachers can plan for research-based instructional strategies such as meaningful distributed practice and problem-based instructional tasks which will support students growth in the targeted area.

Course Objectives: *Please phrase the objective this way: "The participant will improve their think-aloud reading strategies by creating 3 new think-alouds at their grade level and evaluated by a rubric." i.e., (The participant will _____, as evaluated by _____.)*

- The participant will create a bank of at least fifteen 10-question progress monitoring probes for their grade-level and designated content area as evaluated by a rubric.
- The participant will be able to articulate how to write a graphable IEP goal which can be monitored through the use of the probes as evaluated by a quick write.
- The participant will be able to synthesize grade-level content expectations as written in the district benchmarks and Iowa Core Curriculum as evaluated by the progress monitoring probes peer review.

Session Schedule: *Please list session-by- session content coverage.*

June 28 – 9:00-12:30

- Review district standards and benchmarks document
- Review ICC mathematics grade-band expectations
- Review components of IEP goals
- Discuss current progress monitoring probes and necessary updates

June 28 – 12:30-1:00

- Lunch

June 28 – 1:00-5:00

- Probe writing

June 29 – 9:00-12:30

- Sharing progress
- Peer review of probes

June 28 – 12:30-1:00

- Lunch

June 28 – 1:00-5:00

- Probe writing
- Peer review of probes

Please check the appropriate Iowa Teaching Standards that will be addressed (If this is being provided to administrators, please reference the Iowa Leadership Standards):

STANDARD	Check if Applies ✓
Standard 1 Enhance academic performance to meet district goals.	✓
Standard 2 Content knowledge appropriate to the position.	✓
Standard 3 Competence in planning and preparation.	
Standard 4 Uses strategies to meet the needs of students.	✓
Standard 5 Uses a variety of methods to monitor learning.	✓
Standard 6 Competence in classroom management.	

Standard 7 Engages in professional growth.	✓
Standard 8 Fulfills the professional responsibilities of the school district.	✓

Please check the appropriate Standards of Service that apply to this course:

STANDARD	Check if Applies ✓
School-Community Planning	✓
Professional Development Services	✓
Curriculum, Instruction and Assessment Services	✓
Multi-Cultural/Gender Fair	✓
Diverse Learning Needs of All Children and Youth	
Inclusive Schools	✓
Media Services	
School Technology	
Leadership	
Management Services	

	YES	NO
Will you need specific technology? <i>If you need technology or computer lab, please call Jane Broeg at 1258 in Burlington or Julie Barwick at 5250 in Ottumwa.</i>		✓

	TYPE	%
How will you deliver instruction? <i>Please provide percentage of time; the total can add to more than 100%</i>	Direct Instruction	5
	Interactive Learning	50
	Technology Usage	30
	Reflection	15

How will you evaluate the participants? *Refer to course objectives and provide details on how a grade will be attained. Example: 50 points by project rubric, 10 points by class participation, 40 points by class presentation, 25 points for group work as measured by a rubric.*

Product/Assignment	Points
Set of 15 progress monitoring probes – rubric	150
Articulation of graphable IEP goals in the area of mathematics – quick write	40
Synthesis of district benchmarks and ICC – peer review, quick write	40
Total	230

Rubric: *Rubric must be included for graduate credit approval.*

	Targets Specified Content Area		Aligns with Iowa Core Curriculum		Aligns with District Benchmarks		20% Easy 60% Moderate 20% Difficult		Question types align with other probes in this group	
Probe 1	yes	no	yes	no	yes	no	yes	no	yes	no
Probe 2	yes	no	yes	no	yes	no	yes	no	yes	no
Probe 3	yes	no	yes	no	yes	no	yes	no	yes	no
Probe 4	yes	no	yes	no	yes	no	yes	no	yes	no
Probe 5	yes	no	yes	no	yes	no	yes	no	yes	no
Probe 6	yes	no	yes	no	yes	no	yes	no	yes	no
Probe 7	yes	no	yes	no	yes	no	yes	no	yes	no
Probe 8	yes	no	yes	no	yes	no	yes	no	yes	no
Probe 9	yes	no	yes	no	yes	no	yes	no	yes	no
Probe 10	yes	no	yes	no	yes	no	yes	no	yes	no
Probe 11	yes	no	yes	no	yes	no	yes	no	yes	no
Probe 12	yes	no	yes	no	yes	no	yes	no	yes	no
Probe 13	yes	no	yes	no	yes	no	yes	no	yes	no
Probe 14	yes	no	yes	no	yes	no	yes	no	yes	no
Probe 15	yes	no	yes	no	yes	no	yes	no	yes	no

Attendance Policy: Must be present for entire course in order to receive credit.

Grade Requirements: *If you are only offering the course for relicensure credit, please list pass/fail requirements. If you want the course to be offered for graduate credit, please list letter grade requirements; a participant must receive an A or B for relicensure credit.*

Relicensure ONLY Requirements:

Grade	Requirement
PASS	
FAIL	

Graduate Credit Requirements:

Grade	Requirement
A	15 probes completed with 100% accuracy, participated in quick writes and peer review process
B	10-14 probes completed with 100% accuracy, participated in quick writes and peer review process
C	6-9 probes completed with 100% accuracy, participated in quick writes and peer review process
D	6-9 probes completed with 100% accuracy
F	participated in quick writes and peer review process

****When entering grades in the My Learning Plan course registration system, please check how the participant is registered before entering in grades. From the drop-down menu, please select from the following:**

- **For Relicensure Participants, choose PASS/FAIL**
- **For Audit Participants, choose AUDIT**
- **For Graduate Credit Participants, choose a LETTER GRADE.**

For Professional Development Office Use Only

Please note that this syllabus may be submitted to Drake University, Viterbo University and Morningside University to support graduate credit		
	YES/COST	NO
Instructor Fee		
Submitted to Drake		
Submitted to Morningside		
Submitted to Viterbo		
AEA Recertification		
Audit (No Credit)		
CEUs		
Para Certification		
Sub - Authorization		
Contact Hours		
Special Instructions:		